

Prerequisites for Emotional Intelligence Formation in Second Language Learning and Career Choice

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•Received 14 January 2016 •Revised 25 March 2016 •Accepted 11 April 2016

The relevance of the topic is due to the enhancing role of emotional intelligence in second language learning. The article aims to substantiate that emotional intelligence (EI) strengthens training quality of future professionals, gives it an emotional color, and thereby increases a variety of intellectual skills. The leading methodical approaches as analyses of electronic library documents and other scientific sources, empirical and experimental data, method of involved observation enabled to identify several parameters for creating a favorable emotional climate in the process of second language learning. The authors determine a set of conditions necessary for the formation of emotional intelligence, define and actualize obligatory interdisciplinary connections, which are expressed in the co-architecture of curricula, educational resources of the university faculty and in the choice of training and educational technology, as well as single out the prerequisites for emotional intelligence. Article is of interest to researchers and university professors dealing with Second Language Learning.

Keywords: emotional intelligence, emotional quotient, academic success, second language learning, career development

INTRODUCTION

The relevance of the study

Today, a prerequisite for a competitive specialist training is second language learning. It is associated with the development of intellectual potential of the young person. In order to become successful in professional field, prospective student is supposed to master a variety of intellectual skills, such as analysis, synthesis, comparison, identifying main ideas, thoughts, annotating, referencing, participation in discussions, presentation of one's point of view etc. Intellectual development of personality is associated with the formation of key competences. It is the postulate written in The Federal State Educational Standards of the Third Generation (Russia).

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doi: 10.12973/ijese.2016.361a

The competence is not just the sum of knowledge and skills, but also a means of action in a particular situation. In the context of our study, under the term "intellectual capacity" of future professionals, we understand the formation and development of various intellectual skills that promote mastery of different thought-tricks while working with foreign language information, communication skills development in second language that are required in any subsequent career. An important prerequisite for the formation of the intellectual potential in the process of training is the integration of special subjects and second language, so that, this integration is the pedagogical principle of establishing interdisciplinary connections (Kalganova, 2014; Ismagilova & Polyakova, 2014; Masalimova et al., 2014, 2016; Lopatina et al., 2015; Zaitseva, 2013). A special role in this case belongs to emotional intelligence (EI) that enhances training quality of future professionals, gives it an emotional color, thereby bolstering its effectiveness.

The essence of emotional intelligence

The definition of EI was given by Salovey and Mayer (1990) and became especially famous due to a series of books and articles by Goleman (1998, 2002, 2006). Salovey and Mayer (1990) determined emotional intelligence as multiplicity of social intelligence that involves the ability to monitor feelings and emotions, to distinguish among them and to monitor them in order to guide one's thinking and actions. One of the first scholars who began exploring the term "emotional intelligence" was Goleman (1998) who applied the concept to business. In his works he proved that a truly successful leader must possess a high degree of emotional intelligence which contains such important components as self-awareness, self-regulation, motivation, empathy, and social skill.

R. Abraham (2004) also pointed at the necessity to monitor one's own and others' thinking and actions. Revealing the meaning of EI R. Abraham equals it to emotional competence and J. Wharam (2009) defines emotional intelligence as "the potential to manage and motivate oneself and others through understanding emotions".

Then T. Bradberry and J. Greaves (2009) determined EI as the ability of individuals not only to understand their emotions but express and control them. R. Bar-On coined the term "Emotional Quotient" ("EQ") to describe his approach to assessing emotional and social competence. According to R. Bar-On (2002) emotional intelligence has the tendency to develop over time and it can be improved through training programs. The opinion of S. Fineman (2004) is undoubtedly of great interest. S. Fineman claims that in many senses (literally) emotion is known without measuring it. With full confidence, he believes that it is certainly possible to research emotion without measuring it. In doing so, the researcher's sovereignty and tools give way to more interactional, context-focused inquiry.

A problem with the use of EI questionnaires is that they tend to correlate poorly with intelligent tests and much more closely with personality questionnaires. Moreover, empirically we come to the conclusion that there is no connection between person's IQ and his successes as not the sharpest tools in the shed reach the heights of success.

Emotional intelligence in language learning

Generalization of the above definitions, our experience and scientific achievements allow us to represent emotional intelligence as the potential of a person to be able to perceive and accurately express one's own and others' emotions; support thinking process through the use of emotions; develop such qualities as self-awareness, motivation, understand emotions, express and control them. We should stress the role of emotions in future career of the students. So we

can say that teachers have to monitor the student's feelings and emotions through all kinds of training programs in order to guide their thinking and actions, motivate them through understanding emotions and their control.

Taken the stand of the above and the experience of our long-term work as a teacher of English at the University as well as in the program for additional vocational training "Translator for professional communication" that is aimed at creating professional foreign language competence of students of the university, we suppose EI as a tool to teach students to empathize, to understand one's emotions, needs, motives and drives. We can consider enthusiasm and needs as desire and interest, and as the driving force that motivates students to actively commit certain actions to achieve their goals. It is motivation that is related to the interest which, in its turn, is directly linked with the mentality, with learning style, with intellectual and emotional manifestations and with success on the whole (Galishnikova, 2014; Grigoryeva et al., 2015; Shishova, Solobutina& Mynbaeva, 2016).

There are some scholars who investigated interdependence between language learning and EI. We can say that EI has a positive direction in such components of learning language as listening and writing. As for Reading /Speaking skills and emotional intelligence, there is not any relation between them. M. Mohammadi (2012) investigated the role of emotional intelligence and its components to predict English learning as a second language among L2 students of Islamic Azad University. She came to the conclusion that it seems to be natural that components of emotional intelligence predict English learning achievement significantly. T. Zarezade (2013) in his study made an attempt to find out whether emotional intelligence affects English language learning. He presented the correlations between EQ and reading, listening, speaking, writing that were computed. The results revealed that there are significant correlations between EQ and some skills, and academic success.

Components of emotional intelligence

Nevertheless, it is important to teach students to take the goals into consideration, to overcome all difficulties with the full awareness and internalization of emotional sphere in order to direct the aspirations of the students in the right direction. According to the analysis of the theoretical sources, we came to the conclusion that, along with enthusiasm and motivation there are some more important components of emotional intelligence: self-awareness, self-regulation, empathy (Goleman, 1998) or the concept may be complemented and extended by self management, social awareness, relationship management (Bradberry & Greaves, 2009; Baklashova, 2014). Sticking to D. Goleman's point of view, we put at the forefront of our study his interpretation of EI. As for self-awareness it is considered to be one of the most significant components of emotional intelligence. "Self-awareness is a psychological state in which people are aware of their traits, feelings and behaviour. Alternately, it can be defined as the realization of oneself as an individual entity" (Crisp & Turner, 2010).

So, self-aware people, as a rule, assess themselves honestly and realize their needs and drives, their "strengths and weaknesses" well. Self-regulation is a means of raising students' achievement outcomes. Self-regulated learning refers to learning that results from students' self-generated thoughts and behaviors that are oriented systematically toward the attainment of their goals (Zimmerman, 2001). When we discuss motivation we understand it as an incentive that causes us to act. "Motivation is goal oriented" (Howard & Erich, 2005). "Motivation is the 'want-to' component of individuals' actions" (King & Teo, 2012). It is worth mentioning that highly motivated students remain optimistic even in the face of setbacks or failure.

As far as the empathy is concerned it helps to understand how or why others are reacting to situations, it helps motivate positive social behavior and personal

development. Empathy is most often defined by the metaphors of “putting yourself in the other person’s shoes”. It plays a significant role in human social interaction at all stages of life (Zalyaeva & Solodkova, 2014). To sum it up, we can state that all above components are the culmination of the other dimensions of emotional intelligence and they play the crucial role in the process of second language learning (Mardanshina & Zhuravleva, 2014; Gorelova, 2014; Khusainova & Rahmatullina, 2014).

Analysis of the literature, the results of a survey of experts from among foreign language teachers, method of direct observation, and our many years of experience at the University allow us to identify a number of parameters which help to create a positive emotional climate in the process of learning a second language: – understanding the motives of oneself and other people, remaining optimistic in different situations; – communicating with people to achieve the goals, feeling compassion, being sympathetic; – coping with the fear to speak a foreign language and moving slowly forward - “language cheekiness”; – thinking clearly, and focusing on the main things as with the development of emotional intelligence, – realizing one’s “up and do” as an effective strategy to work on oneself – reaction to praise, approval as a motivation; – lack of negative emotions as a result of overcoming difficulties with learning since negative emotions weaken their influence; - creation of emotionally positive climate.

MATERIALS AND METHODS

Methods of study

Electronic library documents and other scientific sources have been analyzed and reviewed in detail according to objectives of the study. Data is collected from empirical research, from method of involved observation mainly from formal interviews and informal conversations, from method of expert evaluations.

The experimental base of the study

The experiment was conducted during 2014/2015 academic year, the total number of students in the focus groups was 131 (5 groups of first-year students) and 10 members of the faculty of the Kazan Federal University.

RESULTS

In the course of the study the authors defined a set of conditions necessary for the formation of emotional intelligence which influences the competence of second language communication. In order to test the effectiveness of the experimental complex of the above conditions, researchers have used such techniques as participant observation and peer review. In its work the teaching staff working with the group of students decided collectively to consider the following aspects as dominant in training and education:

- 1) systematic use of interactive learning technologies (intensive second language teaching methodology, case-study, e-learning resources) in the educational process;
- 2) involvement of the student body in social and educational projects, research work (English Song Festival (December, 2014), voluntary movement (Championships in Aquatics, Kazan, 2015), Competition in a second language (November, December, 2014), University students'scientific conference (April, 2015);
- 3) creating a positive atmosphere, a favorable emotional climate at the second language lessons in order to create the emotional intelligence of students.

- s criteria to enhance EI were adopted:
- 1) improvement in students' continuous and final assessment on the subject "Second Language" (Fig.1)
 - 2) growth of cognitive interest and, as a result, intensification of students' research work as well as their participation in social and educational projects (Fig.2)
 - 3) students' interest in additional vocational training ("Translator for professional communication") (Fig.3).

DISCUSSION

Emotional intelligence (EI) always attracted great interest in the academic literature. In general, the concept 'social intelligence,' has been developed by E.L. Thorndike (1920) in order to refer to the ability to perceive emotions, motives of people and act appropriately in human relations. In terms of career growth, second language (English in our case) will always keep playing dominant role. In their interventions second language teachers sought to develop student's emotional intelligence abilities and use specific ways to increase these abilities (Kudryavtseva, 2014).

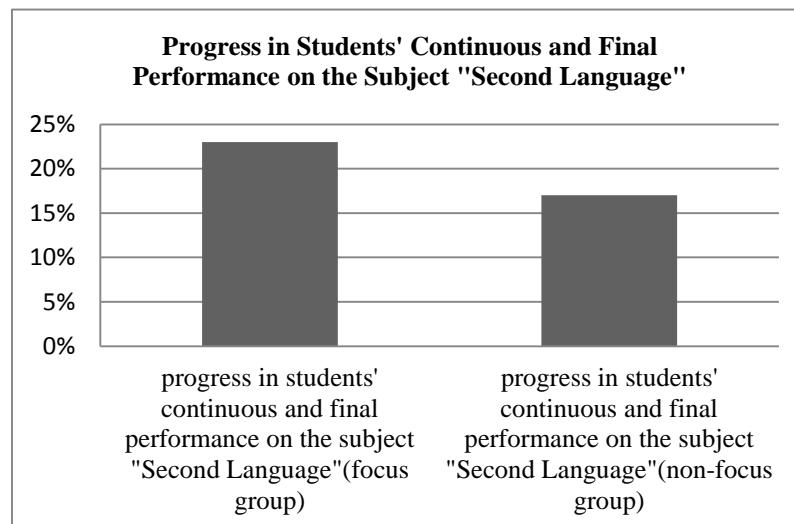


Figure 1. Progress in students' continuous and final performance

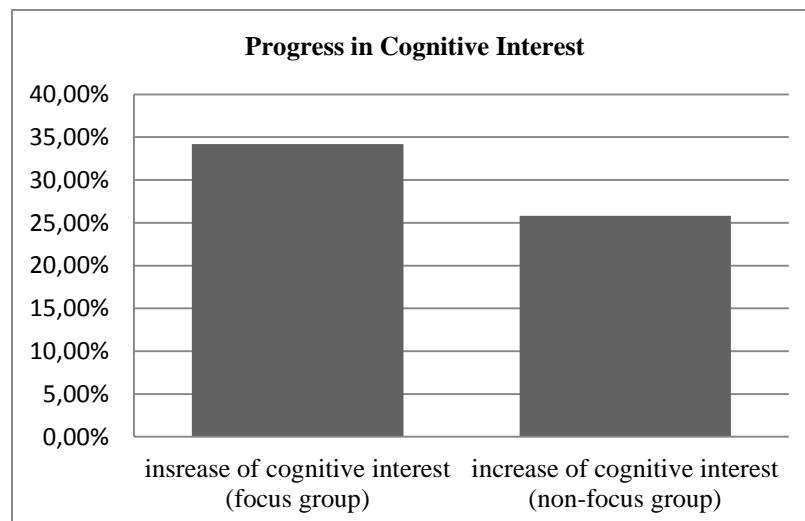


Figure 2. Progress of cognitive interest on the subject "Second language"

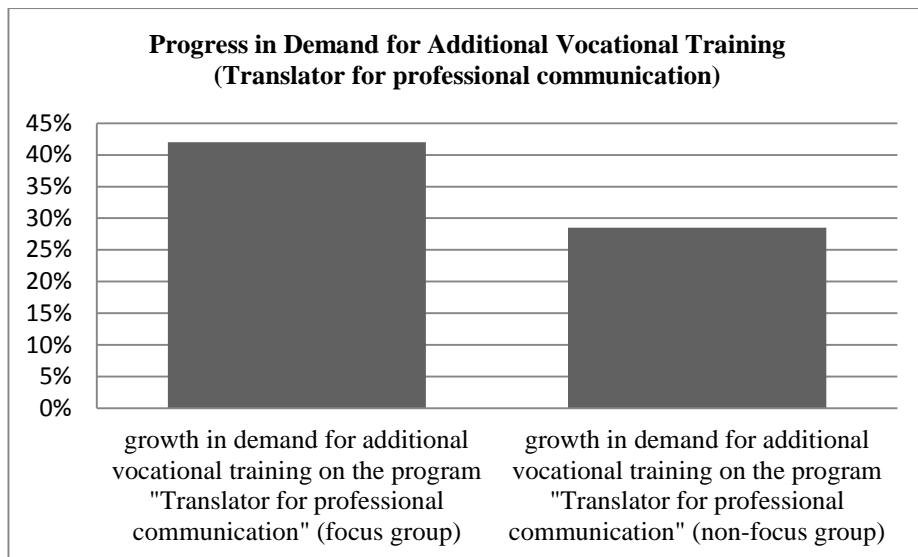


Figure 3. Progress in demand for additional vocational training (Translator for professional communication)

Scholars who studied various aspects of emotional intelligence noted that emotions play a significant role in career decision-making (Young & Lalande, 2011). Moreover, the importance of the studying emotions and their role in career has soundly been marked as a new challenge in the field of building a future career (Young & Lalande, 2011) and as a particularly promising variable in respect of decisional issues in the career field (Di Fabio & Blustein, 2010, Di Fabio & Kenny, 2011). The emphasis placed on emotional intelligence will be a new milestone for promoting career development and in programs aimed at the development of the youth (Di Fabio & Kenny, 2011). The role of emotional intelligence in different career decisional situations has been also noted by V. Dulewicz & M. Higgs (2004) and R. Emmerling & C. Cherniss (2003).

CONCLUSION

Second language learning is associated with the development of the intellectual potential of the young person. Intellectual development of personality is associated with the formation of key competences. The competence is not just the sum of knowledge and skills, but also a means of action in a particular situation. One of the important prerequisites for the formation of the intellectual potential in the process of second language learning is emotional intelligence (EI) that enhances training quality of future professionals, gives it an emotional color, thereby bolstering its effectiveness. Emotional intelligence makes a person able to perceive and accurately express one's own and others' emotions; support thinking process through the use of emotions; develop such qualities as self-awareness, motivation, understanding emotions, expressing and controlling them. So, all in all, it plays a significant role in future career of graduates. As a result of the theoretical analysis, synthesis of years of experience and research, the authors have identified a set of conditions necessary for the formation of emotional intelligence, which influences the competences (general cultural and professional) of second language communication and a number of parameters. They make it possible to create a positive emotional climate in the process of second language learning.

RECOMMENDATIONS

As a result of theoretical research and experimental work it has been proven that creating a favorable emotional climate within the classroom and in extracurricular activity, increasing research and cultural students' activities promote the formation of their emotional intelligence, which influences the orderly development of the speech skills as well as vocational self-determination of future specialists.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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